

THE

COMMUNICATOR



Highlights of Two Weeks of Chaos at CCP

Tuesday, September 8th:

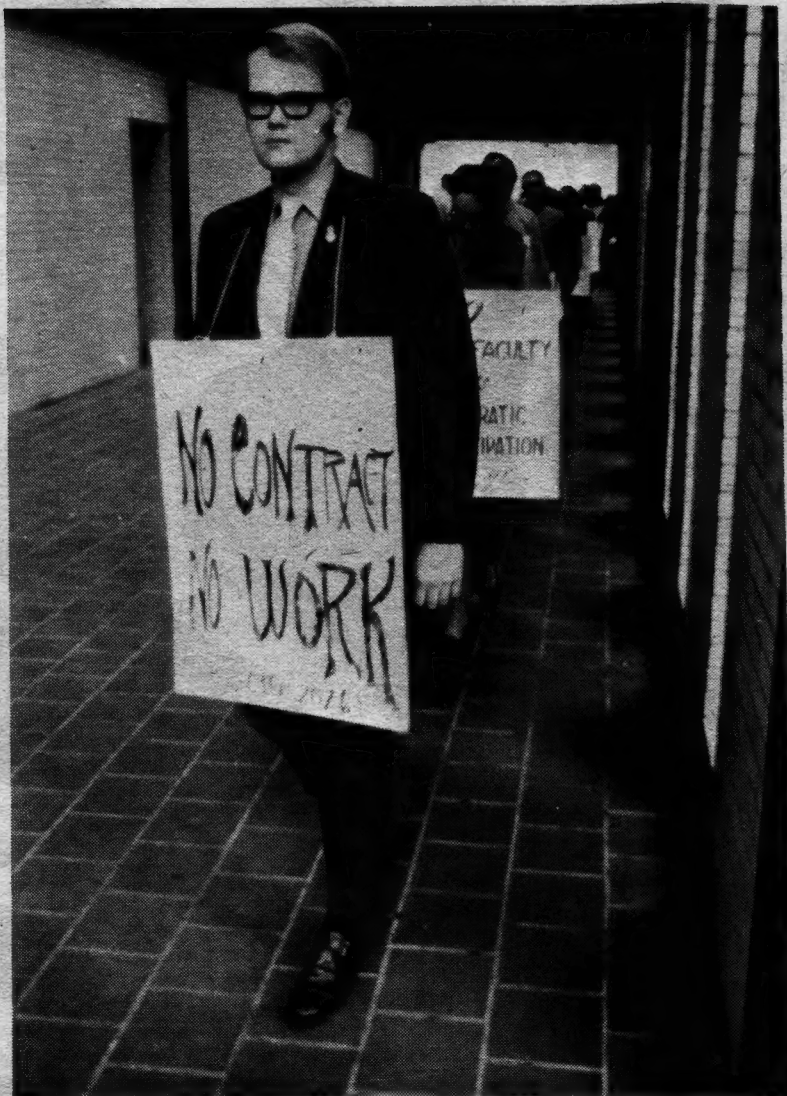
The Administration enforced their previously announced lockout to preempt a possible strike vote by faculty. At 11:25 A.M. a strike vote was taken at the faculty meeting and a "no contract, no work" policy was observed. The strike vote by the faculty was a product of a frightened lack of trust in the administration, which had a substantial basis. Faculty initiated picket lines against the lockout, but did not announce that they were on strike. Neither administration nor faculty had discussed their move with student representatives. At the faculty meeting individuals suggested that student leaders be allowed to speak to the meeting and give them some insight into the student reactions to a possible strike. A vote was taken and no student leader was allowed to speak. Yet after the strike vote was taken the faculty allowed the student leaders to speak. This was clearly an outrage since it no longer mattered. All attempts by student representatives to see President Bonnell were met with "Sorry, the president will not meet with any students until its negotiations are completed." A Student action group announced plans for a meeting at 9 o'clock Wednesday.

Wednesday, September 9th:

A group of students met at American Friends Meeting Hall on 12th street. Approximately 50 students discussed and prepared alternate actions. A majority of students endorsed the legal action and unanimously backed the student union leaders to act in their behalf. The Student Union leaders attempted to file a complaint with the National Labor Relations Board, but were put off by a clerk who felt the issue was not important enough and therefore would not be taken care of for 30 days. Student Union leaders attempted to see Dr. Bonnell and failed. The American Civil Liberties Union was contacted to find out what, if any, legal position students could take. The next meeting was announced for Friday at 12 o'clock.

Friday, September 11th:

Around 200 students gathered to discuss their position and what action should be taken. The first hour was informative, a question and answer period. Then Student Union chairmen announced their legal moves and discussed other action taken. At times the meeting was a screaming and shouting chaos, yet positive results were produced. Student leaders attempted to see President Bonnell but are only allowed to see Mr. Williams, assistant to the president, who can only record their demands.



Teachers Picket

After this meeting students present decided to go to the offices of Mr. Winnett, the school lawyer, where negotiations were taking place, to voice their demands. The four student union chairmen were allowed to speak to negotiators, yet no conversation was permitted. Also a telegram was sent to Mayor Tate requesting some action on getting the school open. Students were told the Mayor was too busy.

Monday, September 13th:

Student court action is initiated and the request for an injunction is filed in Common Pleas Court here in Philadelphia. A short sit-in at Mr. Winnett's office was instigated, but was stopped when he threatened to call the cops. Students then started a picket line outside the law offices to

dramatize their disenfranchisement.

Tuesday, September 14th:

A student meeting held to discuss progress of legal action. Where it was announced that there would be a public hearing Thursday at 9:00 A.M. It was also pointed out that there was a campaign on by the faculty to terrorize students into withdrawing their request for an injunction. Many students felt guilty and others worried about their relationships with faculty once school was started.

Wednesday, September 15th:

Faculty leaders vowed to defy a court order to return to work. Pressure on students by faculty continued to grow. A teacher spews out vicious verbal attacks on students into the microphone of a TV interviewer.

Thursday, September 16th:

The Public hearing takes place, no action taken but Judge Bradley orders around-the-clock negotiations and orders Dr. Bonnell to meet with students. A final decision is delayed until Monday at 9:30 A.M. Faculty relents and recognizes March agreement on Students' equal participation in all college affairs. Mr. Clark, the co-chairman of the faculty union, when asked if he felt he owed a debt of gratitude to students for hastening negotiations, forced out that he felt students acted in their own best concern.

MILLER BROWN FACTS

On September 21, Miller Brown decided to sit-in and fast in President Dr. Allen T. Bonnell's office, until the administration implements the students demands for the previously approved (March 26 agreement) All-College Committee. This committee would give the students a one-third vote in policy-making decisions with the other two-thirds being the faculty and the administration.

Although Brown is a Co-Chairman of the Student Union, he has undertaken this task on an independent basis. He is acting as a concerned student for student rights in governing the school.

Miller Brown does not pretend to be a martyr for the student cause, nor does he want a following. He simply is a man who has reached the end of his patience with an injustice, and has decided to fast until the injustice is righted.

Brown stated that he will not leave unless forcibly removed by Frank Rizzo or until his desires are fulfilled.

Family Lockdown
9:00 A.M. @
FRIENDS MEETING HOUSE

COLLEGE
CLOSED
UNTILL-FURTHER-NOTICE
ONLY
AUTHORIZED PERSONNEL
ADMITTED
BY ORDER OF
BOARD OF TRUSTEES

Board of Trustees at Work

A Freshman Viewpoint of the Crisis

By DIANE T. COLONNA

The first scantily-publicized student meeting took place in Friend's Meeting Hall on Sept. 9. Out of 6000 day students, and 3000 night students, there was a token assemblance. These lucky few were called by phone and asked to lend support to student leaders who were trying to do something about opening the school. Two students led the discussion. Any new student, such as myself, had no idea of who they were. Only by reading a daily paper did I find out that they were Sonny Kanterman and Miller Brown.

Even without announcing their names, it was obvious that they knew what they were doing. The audience was informed of the background of this lockout, which dates back to last spring.

An art department aide had received a "Dear John" letter — not to mention 12 others who received similar mail. The difference was that this aide had not been notified that she would be rehired, as were the others. But this was not the only grievance of the faculty. They wanted to talk about salary, hours and working conditions.

The real hang-up of most students was that the faculty refused to negotiate about anything until this aide was reinstated. So, during the summer, a few meetings were held after everyone had a five-week vacation. The opening date of school crept up under cover of the Labor Day Holiday. The administration realized that it would be bombarded by 6000 students and no faculty. Therefore, the lockout resulted.

At the student meeting, Kanterman announced the plan to get a court

injunction to at least open the building. After all, the publications, Student Union, and all other student-run offices were closed. When Kanterman's attempt was thwarted because he didn't have a "priority" case, he didn't give up. Another meeting was held on Fri., September 11 when Sonny and his fellow co-chairmen presented a plan to get the students involved in opening CCP. It was almost a full house at this meeting. Teachers and newsmen again mixed with the students. The teachers tried to make their side known. Unfortunately, it didn't sit too well with students who were anxious to get into school so that they could get their credits and required hours in order to transfer to other colleges.

With all the pressure, Judge Edward Bradley ordered a meeting between Faculty and Administration to go around the clock from Sept. 18 to 20. He also said that school must open on Monday, September 21, at which time the progress of these negotiations would be reported to the judge at a hearing.

The hearing was 3/4 of an hour late in starting and it stated:

(1) That classes would begin on Tuesday, September 22;

(2) That Judge Bradley would keep the jurisdiction of the students, in reference to the All College Committee.

In all, don't expect classes to be run with a standard procedure. Probably teachers won't be prepared to conduct classes, no one will have their required books, and there may be some hard feelings. But at least your education is becoming a reality. Maybe.

Students Cheated in Open Letter

By JEFF HURVITZ

Congratulations are in order, once again, to the Administration for threatening the rights of the students. They have repeated this cardinal sin with much efficiency in previous semesters and they appear to be off to another quick start.

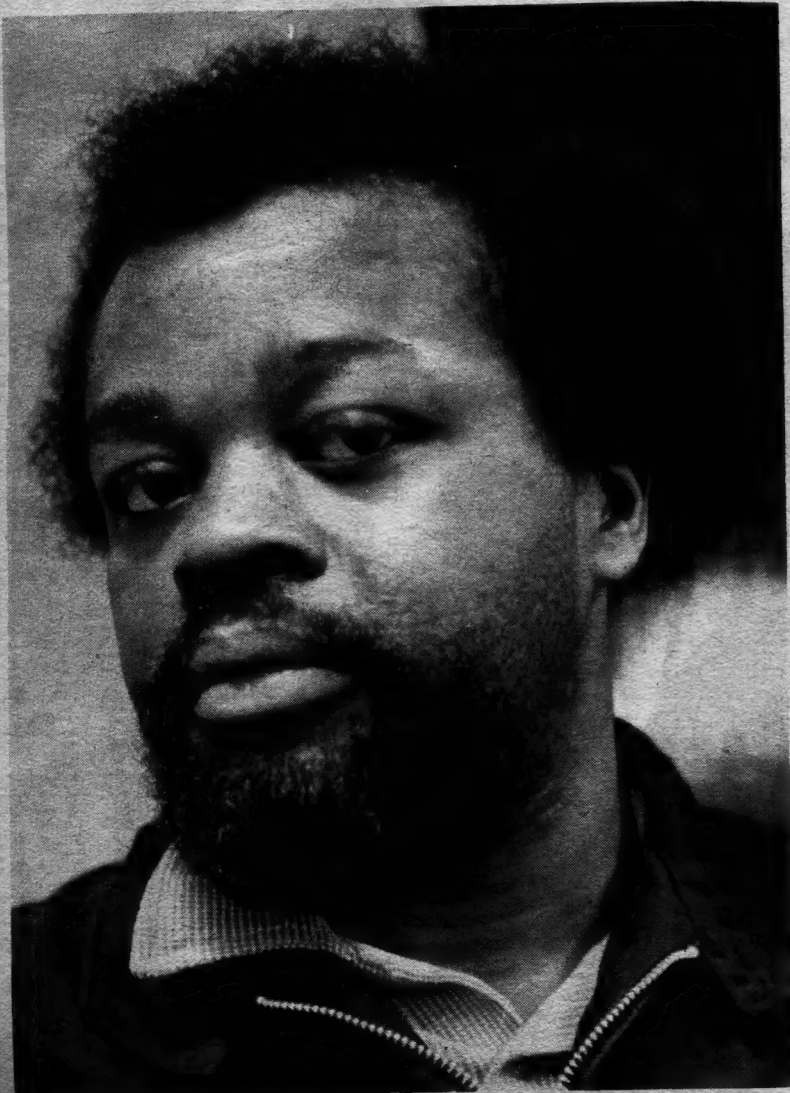
During the current teacher-administration feud, which resulted in the "lockout-strike", the student was sent an "open letter" by the very concerned Administration. It consisted of nine points of interest relevant to the troubled conditions of Community College. One point in particular deserves much attention by all students.

This point was entitled: "Can I get my money back if I withdraw before classes begin." It was a logical question to pursue, as many disgruntled students were pondering such action. Here the heads of those in the Administration shone quite

clearly. First of all, it was declared that new full-time freshmen would be refunded "all" but sixty-two dollars of the tuition money. This represented a penalty of roughly one-third of the sum originally submitted for the right to education at this institution.

A returning full-time student was apparently afforded the advantages of seniority. He was only to have been penalized thirty-two dollars of tuition.

I would like to pose a question of my own to Dr. Allen T. Bonnell and company: What would have been done with the balance of the tuition money? I would like to note that perhaps a bonafide reason for this action is present. However, I believe in fairness, a reason should have been extended to the student in this letter. After all, the student is worthy of at least that much respect.



CO-CHAIRMAN, MILLER BROWN, STUDENT UNION

The Communicator



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Who's Kidding Whom?

By T.A. Martin

Last year the excuse for the Registrar's office was a shortage of qualified help. This year with no excuses they have laid waste to an enormous amount of students in a variety of ways. From sources within the administration I've been informed of several irregularities. Because of an accident some sixty students were removed from the total information file and now cannot register or pay their bill. Many freshmen who are confused to start with, are completely out in the cold. Incompetence did its share, when full-time re-admits were told two days before registration they would not be admitted as full time day students, but as full time night.

The registrars office seldom makes all students involved, aware of any deadlines. Two of the more flagrant omissions amongst the announcements were, the deadlines for making a time preference for this fall and for withdrawal from either summer semester.

To top everything off many students who have switched curriculum and have not completed the required amount of credits in either, old or new are being involuntarily graduated in General Studies.

These and many other similar deeds by blundering admission's and

registrars office personnel have been covered-up by heads of sections, departments and Deans. While you and I the students are the ones who must run around trying to straighten out the mistake.

If you are given the runaround in the Registrar office, don't see Dr. Sherwood (Dean of Students) or Mr. Raja (Registrar) go directly to the Provost Dr. Pietak. Dr. Pietak seems to have more sympathy for student problems than Sherwood or Raja.

LONG HAIR NO JOB

When a student on work study is warned to cut his hair, because "we don't want anyone working here looking like you", it is time for some drastic changes in that department. No matter how good a worker John Shaefer was the bosses in the registrars office just didn't like his hair. So with the threat of being fired, if he didn't get his hair cut. John simply quit. Right in the heart of this sanctimonious hall of total enlightenment we discover a rotten core of sickly coveted prejudices. Which undoubtedly is part of the malignant and perverse culture so adamantly condemned by our instructors and administrators in this institution.

Freshman Guide to Community College

By Ed Maxin

Course Selection — During the summer when you picked your courses, chances are your adviser failed to mention a few things. First of all, if you are planning to transfer to another school, try to find out from that school which of your courses will be accepted. If you don't do this it is possible that after taking 62 credits only 36 will be accepted by another school.

Draft Counseling — Community has a number of people who are qualified to help you with the draft. You can get a list of their names from the counseling department. Resistance and American Friends Service also offer draft help. Since this is the last semester you can get a 2-S classification, it is recommended that you see a draft counselor in a hurry.

Dean of Students — Dr. Paul Sherwood is our Dean Of Students. Get to know who he is. He is a nice guy but tends to forget that his job is to help the students.

Drugs — There are narcs on campus so buying and selling out in the open could be hazardous to your health. However, with a little discretion everything will be alright. Tripping in school is a bummer, but smoking is nice. There are many good hiding places to smoke your dope and after a few weeks at school you'll find out where they are.

Book Store — Our book store isn't worth the time you have to wait to get in. There is a tremendous mark-up on all books. Alternatives include Zavelles and sometimes Robin's Book stores.

Bargains Galore!

Some of the many items we have are sweaters, sneaks, umbrellas, boots, raincoats and scarfs. We also have a large number of text books including Business, Typing, English, History, Computers, Math, Biology and Language, and directing kits that can be claimed or will be auctioned. Come out and look over the various items after the claim period is over.

All proceeds are to benefit Student Union's various programs and expenses. All unclaimed and unsold items will be donated to the various community services.

NOTICE TO ALL STUDENTS

Disbursement of Lost and Found Items

Your Student Union has gained possession of various items that have been lost by you the students of C.C.P. These items have been turned over to us by the lost and found department of our school, thanks to Mr. Brennan and his staff.

Some of you may have items among these articles that you may want to reclaim. You may do so the 28th of September in the Academic Annex on the second floor from 11 a.m. till 3 p.m. All items that are not claimed will be auctioned Tuesday September 29th and Wednesday September 30th during the hours of 11 till 3 p.m.

EDITORIALS

Editorial Policy

The Communicator, unlike many other newspaper, does not pretend to print unmitigated truth. What we, the writers and editors of the Communicator, do publish are our reactions to news and events within the limits of our experience. We attempt to be accurate, comprehensive and timely in our news reporting. The features and arts are representative of our Age and culture. If your opinion differs from the Communicator's, we suggest you write us and tell us so we inturn can inform other students. Because the role of the Communicator is specifically communication between segments of the college community and informing that community of all events, we need your participation.

Education Vs. Racial Justice

The American establishment has been trying to sell the racial minorities of America, that "education" is the great equalizer for several years now. Yet the social structure of America has remained un-altered save for a few token positions. No amount of "education" any Black, Indian or Puerto Rican may receive will ever change the prejudice in "Whitey's" little mind. The "education" should be directed at the white populace and aimed at clearing up centuries of ignorance and the stains of Judeao-Christian prejudices. The federal government and its many agencies have perpetrated this racist hoax on America to prolong the status quo. One cannot deny the need of education which fosters economic advances amongst minorities. Or education which involves individuals intellectually. But economic and intellectually equality does not equate with racial equality and justice. And most of all does not eliminate the petty prejudices which plague white mens minds.

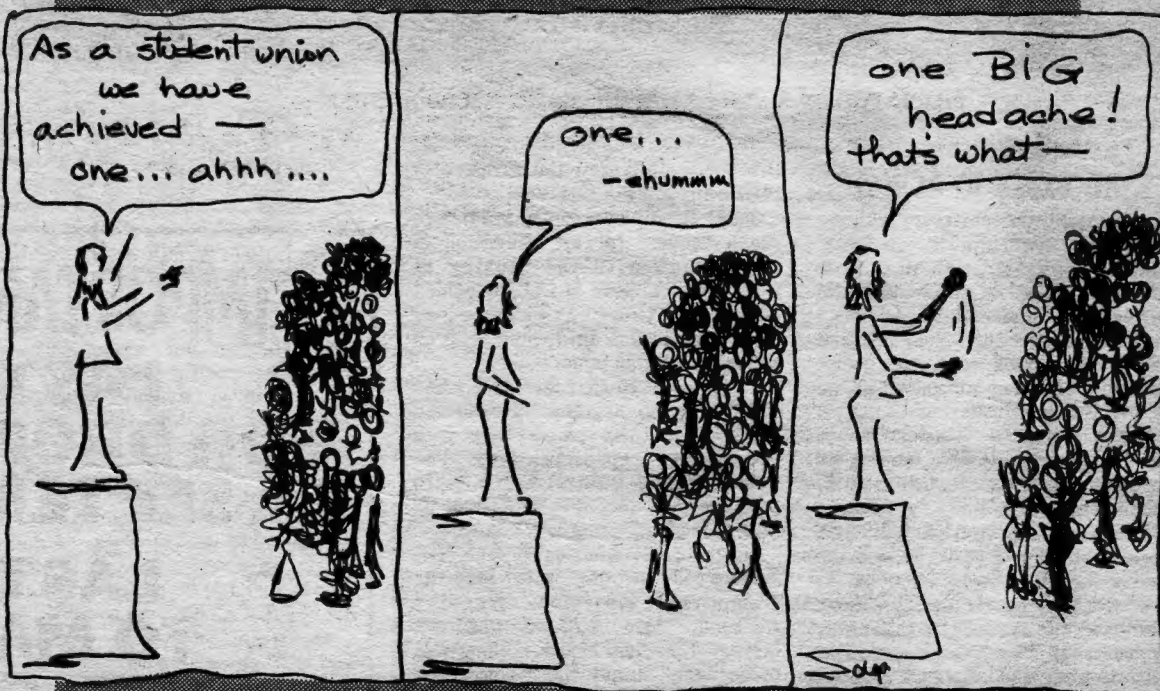
Bureaucrats

The mechanics of administering a college are not simple, but with the aid of computers and modern office procedures the task is considerably less difficult. Yet here at Community College the administrative machinery is a confused and befuddled group of bureaucrats. They have demonstrated in the past and continue to do so with an ineptness beyond human capacity, their inability to cope with the normal college situation. So take heed of this warning when dealing with the administration, always remember that when a petty bureaucrat says no that means you must go higher up the list of bosses till someone finally says yes. Don't let them discourage you keep on their backs till they get off their asses and do their jobs.

Earth Revolts Pollution Intolerable

It looks as though our planet does not like being used as a garbage dump and a testing ground. It seems to want to make us recognize the limits of a way of life that not only lays waste the enviroment, but makes human life itself intolerable in the long run. Our technology is a two-edged sword threatening what is left to us of nature on which we still depend. All in the name of progress and economic gains. And in our present benighted state of mind, progress appears to be a nervous unsystematic busyness keyed to every conceivable source of gain, instead of what is should be — useful application of insights come by gradually and tested carefully. Science, as a potential carrier of progress, has all too thoroughly let itself be taken in by networks of economic interest groups; mercantilistic goals take priority over human goals in determining the lines that scientific development will take. The overriding aim of all development should be to make life liveable and that aim is being lost sight of.

And so we live at the expense of the next generation. The materialistic battle is being allowed to swallow up all the resources we still have in the realms of human values of raw materials and unspoiled nature.



"FRESHMAN BLUES"

By DENISE CARROL

It's nice to start college with an idea of what's in store for you. For this reason some high schools conduct seminars or discussion groups for those seniors and juniors who are planning on further schooling. This is necessary in order to keep a freshman from becoming completely shocked and disoriented when he learns that in college the teachers don't even hand out your textbooks. This kind of program is good preparation for the hassles found at schedule time, drop-and-add time, and book-buying time but it leaves out completely the step by step instructions of what to do when you find yourself involved in a game called college politics.

If you spent the week before classes were supposed to start — in scheduling, drop-and-add (an exciting game in itself — crowds nearly as big as Woodstock but not even half as much fun) or getting signed up for extracurricular activities — then maybe you began the game early because already there was discussion of a faculty contract renewal and the possibility of a strike. A mass meeting of the student body at which time "important issues" were to be discussed was scheduled by the student union for Sept. 15. (The only points scored for entering the game early is the exhalation of knowing something before you hear it on the radio.)

The game begins when you hear your very own school — Community College of Philadelphia — mentioned by the mass media. ("The faculty may strike. The administration has closed the school.")

Next, you get an open letter from your college president telling you (and your parents) that the administration is worried about your safety and they won't let you into the building because the Teacher's Union is depriving you of proper supervision. (Score here only if your parents are more concerned about refunds and make-

up time than sincere letters from Dr. Bonnell.)

Part three of the game is optional to accommodate both freshmen and returning students. You may cut out pictures of your favorite instructor or try to spot them on TV, perhaps wearing a sign. (Move ahead only if you can say "Faculty Federation" five times fast.)

Then watch all the television news shows. (This requires real skillful wrist work in order to change channels quickly enough to get it all, but remember, Dr. Bonnell said the school would be closed indefinitely until the mass media told you differently.) You also get a chance here to play a quick hand of the game called "DEMOCRACY" — vote here for your favorite evening news show personality — John Facenda or Sonny Kanterman.

Part five of this enjoyable, college-level pastime is tricky. Try and memorize everything your student union chairmen say as they take the teachers to court so you can convince your parents that student government is always good but not always radical. (Deduct ten points each time you say "Up against the wall ... to your mother.")

Next, attend a meeting — any meeting — just so you can say, "Hey man, did you make the meeting yesterday?" to a fellow student. (Score twenty-five points if a fellow student says it to you first and you reply, "No, man, I got a job 'til school starts.")

End of Phase 1 of the game.

Phase 2 is only for those who had Introductory Psychology in high school. It involves some sensitivity training.

First, try to reword the complaint as the judge lets the Student Union have two more days to do. (Ten points off and two day of scrabble if you can only think of four letter words.)

Next re-read your letter of answers

to the questions students are asking. (Women's Lib year bonus — score fifteen points if you're a girl and can memorize the part that reassures you that the strike will not change your draft status and recite it with a straight face.)

Next, read that students have been compared to talking cars by a "disgruntled" teacher who at this point thinks he's a United Auto Worker's Union member. (Five points for sympathy for the teacher. Five more if you feel sorry for him while throwing yourself into second and bumping him with your fender. Ten off for an identity crisis — you are a student, you are a student, you are a student!)

Go back three places when you find out you were called a car because students aren't allowed to negotiate.

Go backward three more when the court tells faculty and administration to negotiate more intensely.

Go forward one when an art assistant is rehired.

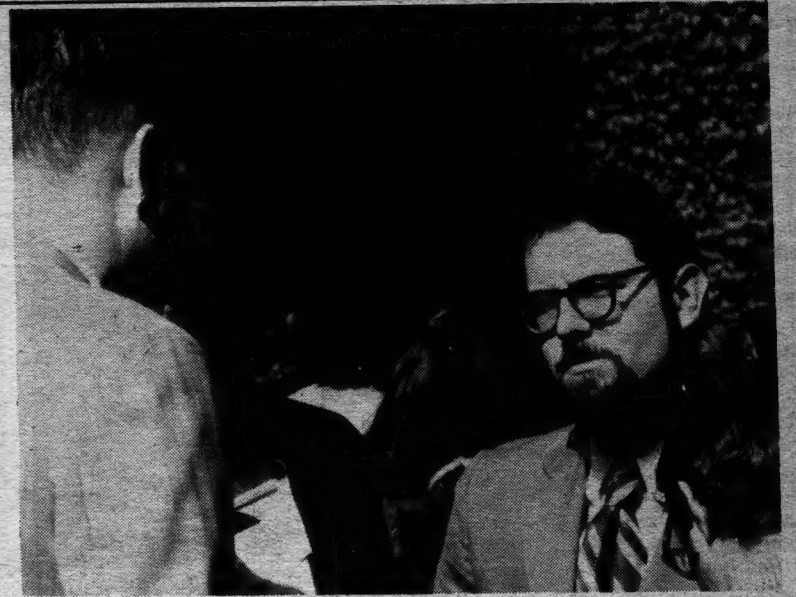
Go forward four when teachers say they back up last year's student-administration agreement. Feel sure of full vote.

Lose thirty points if you ask why 15 percent non-union employees can't handle drop and add.

Cry yourself to sleep when teachers say they will defy any court injunction. (Score ten points if your kid brother tells you that everybody's rotten in the establishment.)

Forget all your training in logic, hang loose, and try to feel why the unstaffed school, which was unsafe Sept. 8, is now going to open — "teachers or no teachers."

End of the game. As of this writing, teachers have voted to return to classes for at least 30 days. No injunction has been granted. Drop and add is being handled. I.D. pictures are being taken. Student Union is meeting. I am confused. And we are all back where we started.



FACULTY INTEGRITY

The most surprising fact of the entire lockout strike crisis was the behavior of the faculty. Any respect students held for their teachers was sadly crushed in the thoughtless and spiteful actions of the faculty. Undoubtedly many teachers did concern themselves with the students' plight, but were evidently out-voted by the "hard core".

The student reaction by requesting an injunction to open the school and force faculty back to work should have been expected. Doesn't it follow that students who have already established a tradition of full participation in all activities would have to act when totally disenfranchised.

Both faculty and administration

failed to observe the March agreement. Neither faculty or administration would discuss their positions with students or make any compromises. At the faculty strike meeting where they voted to go on strike, no student was allowed to speak before a vote was taken.

Once student mobilization was initiated the faculty did not concern itself with students. The bitterness and self-righteousness expressed by the faculty after the students did choose to go against both faculty and administration only reinforced many students opinion that we must now stand alone as an entity unto ourselves, and no longer wards of the faculty or administration.

City Benefiting 7-8 Million Annually at Your Expense

By FRANK CASTAGNA

As another school year begins, Community College has once again failed to alleviate the problem of overcrowding. This malignant germ which has plagued Community since its origin is growing more immense and dangerous as years progress.

In 1965, Community began with 700 full-time students and 500 part-time students, utilizing the first four floors of its present site. In 1970 Community will "boast" approximately 4200 full-time and about 3000 night school students. This gradual increase was met by the addition of the last four floors of the building, along with the addition of the annex. It does not take a B. in Math to see that the increased facilities are no match for the onslaught of students. In 1970 there will be six students to every one enrolled in 1965. The only realistic approach to solving this problem is the perennial idea of moving to a larger permanent site.

This question of Community moving from its temporary sit to the permanent location remains just that. Each year City Council appropriates a certain amount of money in its budget for the expansion of the College. The Board of Trustees takes it from there and has assigned around the clock men to find a suitable site. Some real estate offices even send their own men as agents for Community to City Council in hopes of persuading the council to purchase a site owned by their employers. The council as a matter of routine rejects it.

Even if a suitable location is found and submitted to City Council by the Board of Trustees it is simmarily

rejected primarily because the city cannot afford to lose the property tax it is collecting on the site. This amounts to 7 or 8 million dollars annually. If Community occupied the site, the city could not collect any property tax.

Since money is the motivating force behind the City Council, the college can look forward to at least another two semesters under the same roof. Beside the obvious disadvantages of overcrowding there also arises the problem of keeping below the limit of students which is set forth by the city. Community has already surpassed this limit.

The people who fall victim to this problem are left without a college education. There certainly is little chance that they will be admitted to another institute of higher learning. There is no specific reason for this other than they were caught up in a ruthless politicians' money game where they have little or no control to ably defend themselves from the system's flagrant abuse of authority. This also leaves many of the would-be students wide open for the draft.

Community is in no small way responsible for the overcrowding and the subsequent problems arising from it. The bulk of the problem and also the solution rests in the almighty hands of the City Council.

Judging from their previous record on this subject it is doubtful that anything will be done in the near future. Unless, of course, a good amount of political and public pressure (not always the same) is aimed in the proper direction.



PHASE TWO OF A VERY SADISTIC GAME — SCHOOL IS OPEN?

Democracy In Action

In a septic little courtroom with too many fluorescent lights, students, faculty, administration and their lawyers crammed to await the public hearing on the students' request for an injunction to force the school open and the teachers back to work. Judge Edward Bradley had announced at the last meeting on Monday, with the co-chairmen of the student union attending, that the public hearing on the injunction would be held at 9:00 Thursday morning.

Most students had arrived approximately at 9:00 to be told the hearing wasn't to begin till 10:00. At 10:20, the lawyers for the case were summoned into the judge's chambers. An aura of bewilderment and frustration replaced the light of hope on students' faces — wasn't this to be a public hearing. Weren't the issues of concern to all in the community? What did the judge and the lawyers have to hide? Could it be they would remove the facade of dignity and democracy?

An hour passed, the judge and lawyers returned to the courtroom and

the judge delivered the product of their conspiracy.

Judge Bradley spoke: "I have before me a request for an injunction in connection with the closing of Community College of Philadelphia. I have met with the legal representatives. I am today acting on the request for an injunction.

I have ordered that the faculty and administration negotiate around the clock and that the students meet with the faculty representatives. The negotiations committee are to continue over the weekend. I will be here Monday morning at 9:30 A.M."

Judge Bradley went on to say: "Dr. Bonnell is meeting with Students Union representatives over the weekend." Many students could not believe what they heard, nothing was to be done. Simply more words and negotiations. What happened behind those closed doors? Who gave the lawyers the permission to act without the students okay?

After the hearing was over student union leaders announced to the press: "this is a substantial victory for the students and the college as a whole."

By GIAN LUISO

IMPORTANT DATES:
LAST DAY
FOR DROP AND ADD
— SEPTEMBER 27th
LAST DAY
TO MAKE UP
INCOMPLETE GRADES
FOR SPRING 70' & SUMMER SESSIONS I & II
OCTOBER 12th

Dougherty Quits

Charles A. Dougherty, Assistant to the Dean of Students and Director of Athletics, has resigned from his position. He will pursue campaigning for the United States Congress in the Fourth Congressional District.

Dougherty will be succeeded as Director of Athletics by James J. Burton, present coach of the basketball team. Burton will serve additionally as Assistant Director of Student Activities.

Dougherty has served as Director of Athletics since 1966. He developed a program that now includes: varsity competition in: basketball, baseball, tennis, track, and cross country. He has been instrumental in founding the Greater Philadelphia Junior College Athletic Conference and the Eastern Pennsylvania Community College Athletic Conference. He has served as secretary — treasurer of both organizations.

Faculty Letter

Dear Student:

Just as you, we want this College open and we want it to be a place where learning occurs; for this to happen, freedom and reason, guaranteed by due process, are necessary.

It seems reasonable to say that whether a department needs aides or not is a matter which affects students and faculty. The administration, however, has insisted that college governance is a matter of "managerial prerogative." It chose to make a stand by abolishing the position of aide in the Arts Department. No position should be abolished arbitrarily, any more than should a course be cancelled arbitrarily. Neither faculty members nor students should be suspended or expelled without due process and the availability of appeal. SUCH ARBITRARY ACTIONS CAN ONLY OCCUR WHEN COLLEGE GOVERNANCE AND EDUCATIONAL POLICY MAKING ARE NOT SHARED BY THE PEOPLE MOST AFFECTED. The President closed the school not because of "one art teacher," but because of the administration's fear of any faculty or student interference with its arbitrary powers.

Like you, we members of the faculty looked forward to a new academic year in which student and faculty conflicts with the administration would have been resolved. The outlook seemed very promising in the Spring. In the Fall we were to see the new All College Committee in operation and a contract negotiated between the

faculty and the administration. Neither of the agreements arrived at in the Spring came through the Summer intact. What the administration has done to your agreement, only you can assess. The administration violated its agreement with us: after agreeing in March that the Union would represent faculty in a number of positions the administrations changed some positions and even abolished one before adequate procedures had been agreed upon.

In order to insure that all concerned participate in the governance of the College, 85% of the faculty has formed a union. The recent "No Contract - No Work" situation resulted from the faculty's grave doubt that they could work effectively at the college before the administration was legally held to a satisfactory and binding agreement. We have expressed this doubt symbolically by a vote of "No Confidence" in the President of the College, and have by a small margin voted to return to work. The union has done this in the hope that continuing supervision by the court can encourage meaningful negotiation with the administration. The union has resolved to review and evaluate the progress of negotiations during the next thirty days. We are hopeful that during this period a fair and meaningful contract will be completed; if so, no further action will be required.

The Faculty Federation
of the Community College
of Philadelphia

"A MESSAGE FROM THE PRESIDENT"

In order to fully understand certain references to an All-College Committee appearing in the recent Complaint in Equity filed on behalf of Community College students in the Court of Common Pleas, a careful chronological account of past events is necessary. This is not an occasion for rhetoric; instead, an attempt is made below to present events in the order of their occurrence.

1. During a student sit-in and strike on March 24 and 25, 1970, students demanded to be included in the making of final decisions on College policies. They met with a small group of trustees on March 25 and with the Board of Trustees on March 26 to state their case. An agreement was reached at the Board meeting of March 26. It is this agreement to which reference is made in the Complaint in Equity.

2. The agreement of March 26 stated several things clearly. Among them were that: a) students should have equal vote with faculty and administration on all General Faculty Standing Committees of the College and should be represented equally, along with administrators, faculty, and trustees, on an expanded All-College Committee which had been appointed by the Chairman of the Board of Trustees, in October 1967, and which had met on a number of occasions; and, b) that there was to be the earliest possible neutrally supervised election of an official student organization or government with the authority to speak for all students and assume responsibility for appointments of students to committees.

3. On April 1, 1970, Mr. Winnet, the Board's Legal Counsel, acting under specific instructions from the Board of Trustees, which had met that morning, met with representatives of the Student Union and explained the rules under which the election had to be conducted if it were to be acceptable to the Board and would truly represent the interests of all students. These conditions included three fundamental points: a) at least five days were to be allowed for development of opposing slates of candidates; b) up to seven days were to be allowed for campaigning; and, c) elections were to be conducted on the premises over a period of two days so that all interested students would have the opportunity to vote.

Mr. Winnet spent the entire afternoon of April 1 with the students, in the presence of Mr. Jackson of the American Arbitration Association, discussing these conditions, but the election was held on one day only, April 2, with no time allowed to develop opposing slates or campaigns. The American Arbitration Association certified the results of the election only in that it had been held and that it was free from fraud, not that it had been conducted in accordance with the rules stipulated by the Board of Trustees.

4. In an Interpretive Memorandum dated April 15, 1970, the Board reaffirmed its support of student participation in matters affecting the operation of the College and outlined the reasons why the election of April 2 could not be considered valid.

At the same time, however, the memorandum read:

"That, in order to facilitate the involvement of students in the work of Standing Committees of the General Faculty, the administration shall, pending a proper election, regard the four Student Co-Chairmen as de facto representatives of the CCP students and coordinators of student participation in the work of Committees. The Board's authorization to the Administration shall be conditional upon the fulfillment of assurances given by the Student Union Co-Chairmen to the Board of Trustees that the interests of all students will be represented and that opportunities will be provided for students not affiliated with the Student Union to share in representation on General Faculty Standing Committees."

Other provisions of the Interpretive Memorandum of April 15 outlined procedures for the development of a constitution and for an election to be held not later than December 1, 1970.

5. Several of the General Faculty Standing Committees, which students joined with a voice and vote, tested their prerogatives by forwarding to the President and the Board,



DR. ALLEN BONNELL
Pres. of C.C.P.

resolutions indicating that, as newly constituted, the Committees were empowered to make "final" decisions on procedures and policies. A May 11, 1970, memorandum from the President to chairmen of all Standing Committees of the General Faculty, advised them that since the Board of Trustees is charged by law as the decision-making body for the College and cannot abrogate this function, the Board, after careful consideration, had passed the following resolution:

"Resolved that the General Faculty Committees have the function and power to formulate, for recommendation to the President, such policies and procedures as relate to their areas of responsibilities."

6. Members of the Student Union took exception to the Board's resolution regarding the role of Committees and asked for a rehearing by the Board of Trustees, which was accorded on May 20. The matter was further explored by the Board on June 3, 1970, and a Supplement to the Interpretive Memorandum of April 15, 1970, was issued.

At the Board meeting on May 20, 1970, representatives of the Student Union charged that the Board's resolution regarding the responsibilities of Standing Committees violated both the letter and spirit of the March 26 agreement and also asked that the Board transfer from the President to the General Faculty Standing Committees final responsibility for decisions in administrative matters.

The Trustees felt they could not accept the allegation nor honor the request but endeavored in conversations with the students present at the May 20, 1970, Board meeting to discover the best means of accomplishing productive participation by students, faculty, and administrators in the affairs and issues of the College without jeopardizing effective administration or committing Trustees to that degree of direct involvement in college operations which exceeded their ability to respond.

In this connection, students and Trustees discussed, but came to no conclusion on, the concept of a college Council composed of representatives of students, faculty, and administration to receive and assume certain responsibilities for review and implementation of recommendations of a non-policy nature.

At the June 3 meeting of the Board, after full discussion, the Trustees decided, most reluctantly, that, pending completion of collective bargaining then (and now) in process between the College and the Faculty Federation, no further changes of structure for participation by teachers, administrators, and students in matters of governance could be considered or authorized by the Board. The Board stated that, once a contract has been signed with the Teachers' Union, the Trustees will encourage any attempt to expedite the joint review by trustees, administrators, teachers, and students of improved

means of sharing in the development of College's policies and procedures. In anticipation of the ultimate signing of a contract, the College has agreed with the Middle States Association that the general topic of "Governance" shall be one of the issues studied preparatory to the case study which the Middle States Association will conduct at CCP in the spring of 1971.

In summary:

1. The Board of Trustees is prevented by law from granting student demands for a final voice of policy making.

2. The Board of Trustees has not backed down on the March 26, 1970, agreement.

3. Pending settlement of current collective bargaining negotiations, nothing further can be done to arrange changes in the structure for participation in matters of governance by all members of the College.

4. Standing Committee of the General Faculty have been increased by student members with equal voice and vote and will continue to meet and act on matters relating to their own special provinces. In addition, these Committees, under a further stipulation which the Trustees made in their Supplementary Interpretive Memorandum of June 3, 1970, may make appeals to the Standing Committees of the Board. The procedure was outlined as follows:

"As heretofore, the President will refer directly to appropriate Committees of the Board any General Faculty Committee recommendations regarding the establishment of new, or the modification of old, Board policies. The President has the authority to implement recommendations for the installation or improvement of procedures consistent with established policies and will respond promptly to such recommendations as are forwarded by General Faculty Committees. The President will advise such Committees of reasons why certain recommendations cannot be accepted or implemented. If a majority of the members of a General Faculty Committee feel that these recommendations, should, nonetheless, be implemented, the President will, for the interim and pending the creation of another mechanism, forward the recommendations, with appropriate evidence pro and con, directly to the Board of Trustees or that Standing Committee of the Board of Trustees concerned with the subject of the recommendations."

"Within 5 working days after receipt of an official communication from a General Faculty Committee, the President will acknowledge it and indicate the manner in which the recommendations are to be processed. The General Faculty Committee has the right to send a spokesman for its majority viewpoint to the Standing Committee of the Board, or, in certain instances, to the Board, to interpret the basis for the majority point of view."

Monday's Student Meeting, A Decisive One?

By FRANK CASTAGNA & BRUCE ROSEN

Packed with concerned students, the September 2 Student Union meeting at the Friend's Meeting House was about to begin. It was momentarily delayed by the thunderous roar of a dropping pin. After that the meeting settled down to serious chaos.

Beginning with a statement from each of the four co-chairmen the meeting continuously degenerated. The chairmen informed the students that they had been shafted by both the administration and the faculty and that the student's right as an equal bargaining unit had been flatly denied.

The co-chairmen were disgusted over the outcome of their legal endeavors in attempting to open the school, through an injunction, and gaining recognition of the March 26 agreement. The agreement is a three part all-college committee consisting of students, faculty, and the administration. This committee has the power to make policy-changing decisions.

The administration does not acknowledge the right of the students to have a one-third say in governing themselves and it also does not recognize the duly elected government of the representatives of the student

union. It recognizes the government only as a de facto organization.

Upon becoming disgusted with the lack of progress in the meeting, Miller Brown stormed out of the building and began a sit-in fast in President Dr. Allen T. Bonnell's office.

The students then decided in a unanimous vote to take whatever course of action they felt was necessary to procure the students' rights. No definite course of action will be agreed upon until the incoming freshmen are brought up to date on the impotent position of students at this institution. Leon Bush, Student Union Co-Chairman, was quoted as saying, "This is a building, not a school." At this time a member of the faculty, who was present at the meeting, voiced his approval of this statement.

Following many pertinent proposals for student action, such as a student boycott of the book store and a one day strike as a show of student power, the meeting was enthusiastically adjourned. In a final summary Sonny Kanterman stated that if the students take no action, "They have... blown a chance to make history in the fight for student's rights."

Student Union Success

The functioning of a student government in a time of crisis is an important test of strength. The Student Union of Community College has proven itself worthy of the student support. The Student Union co-chairman and a small group of dedicated students, provided the impetus behind all the action which brought about the opening of school and the resumption of classes.

Although at many times it seemed an impossible task, students diligently moved forward. As cumbersome as a democratic process might be, the union acted always as a tool of the people. It is a very sad point that the faculty would not work with students on any level.

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FEATURES

"Soldier Blue"—Bloody, Gory . . . What Else?"

By AL GOTTO

One shot and a trooper's face is blown off, a wave of Indians swoop down on a 21 man cavalry payroll detachment and thus opens the second most bloody movie in film history. The first being the "Wild Bunch". However, Ralph Nelson director of "Soldier Blue" does not quite write a good epitaph for violence as did Sam Peckinpah in the "Wild Bunch".

After an excellent and well staged opening battle sequence Nelson reduces his film from one of potential to one of the group, a private named Honus Grant (Peter Strauss), and a girl captive of the Indians for two years (Candice Bergen) join forces to reach Fort Reunion and safety. Now the two relentlessly cross the wilderness toward their end, but they are beset by many mishaps along the way. (Unfriendly Indians, animals, bad weather, and a nasty old gun runner played to the hilt by Donald Pleasance). After successfully thwarting Pleasance's plans to sell guns to the "renegade" Indian Peter Strauss and Miss Bergen are once again on their way. Miss Bergen was held "captive" as the Cheyenne's chief's wife but she escaped to meet her fiancé who is now a cavalry officer searching for the Indian's camp.

Miss Bergen delivers her most impressive role to date as the escaped captive who in two years has learned every Indian trick on wilderness survival, she also belches, much to Strauss's disgust.

Strauss on the other hand has difficulty getting through a dull script. But after all it's not her fault he has to recite a stanza from Tennyson's "Charge of the Light Brigade" over his slain companion. And then he has to transform from an Indian hater to a sympathetic and understanding white man in three day's time.

Director Ralph Nelson should be ashamed of himself for this slow and off time boring flick. Nelson has given the screen two excellent films, "Requiem for a Heavyweight" and "Soldier in the Rain." But he also gave us a western piece of trash called "Duel at Diablo", which shouldn't have gone past the thinking stages. He controls his camera very monotonously in this film and here the film suffers a certain lack of depth. Also he allows two very clear indiscretions to be released. One is in the beginning of the film Hones states that his father was "killed with General Custer last year." And making the year 1877. Later we are

told the incidents we have seen were true (and they were) took place in 1864, obviously this is a problem. Nonetheless, Nelson pulls off a minor miracle by showing somewhat realistically the Indian way of life and also a good recreation of the time (whenever it may be.)

Towards the end of the film, Bergen is reunited with the cheyennes and warns them the "long knives" are coming. The Chief decides that his "white brothers" mean well and refuses the tribe's decision for offensive measures. He still wears a peace medal with Lincoln's profile on it and carries an American flag (with 50 stars on it) with a white truce flag to meet the oncoming cavalry.

They are met with cannon fire and the chief throws down the flag and rides back to the camp. Here Nelson showed us a bit of western lore almost forgotten. Col. Iversen who led the attack in real life completely ignored his second-in-commands statement as to the Indian's sign of friendship. The second-in-command in "Soldier Blue" is Bergen's fiancé. Peter Strauss has rejoined the detachment and tries to thwart the blood lust of the Colonel. He fails. And for the next twenty minutes we are treated to some of the most gruesome sights ever filmed. The Indians' first line of defense is wiped then the cavalry charges the village (they ride right over the discarded flag.) Now the village's women and children are slaughtered and cut to pieces (literally and pictorially) Strauss walks around crying "No, No" he picks up the legless body of a girl and throws her on the lap of the Colonel who is sitting in a chair in front of the chief's teepee. Miss Bergen's white skin saves her from the butchery of the soldiers as they swoop down on the last of the tribe.

After seeing all the hacked and mutilated bodies Strauss vomits right into the camera, this is telling us something.

In the parting shots, Col. Iversen commends his men for their bravery and they joyfully brandish the spoils of the campaign, severed heads and limbs. The cavalry rides joyfully away plodding happily and we see Strauss and several other troopers chained to supply wagons he waves to Candice Bergen and the Narrator tells us this was "one of the most appalling crimes in the United States history of warfare, the "Sand Creek massacre." John Wayne wouldn't like this one.

"Failures For The Future"

By AL GOTTO

Che Guevara once said, "Every revolution must corporate elements of very different tendencies . . . It is clear that if the leaders have an adequate theoretical knowledge prior to their action, they can avoid trial and error whenever the adopted theory corresponds to the reality."

In essence, Guevara says that the leaders of a revolution must establish a sort of theoretical criteria to follow and aim for. By close examination though, one can see that the Cubans has no real "criteria" but rather a history of atrocities perpetrated against them. So, by realizing their unfortunate position they had to strike out at their oppressors.

The Cuban revolution was fought by men fighting within history, rather than outside of it. The revolutionaries, in short, fought against the old power to destroy it, while having the thought of pleasing the people in mind.

So where does the modern American revolutionary stand — inside or outside of History? Is his revolution a mere act of despair for a personality problem a just act bent on the

alleviation of others' sorrows?

The American revolutionary does not merely have a corrupt government to deal with but masses of evil people also. So, when they begin to topple the works, all the people will not be in favor. Dissent and alienation may then start and the "love" of the cause is gone.

The people will fight against one another to destroy the other. The revolution is stifled and it has failed.

After Cuba's revolution, all the changes that came were not innovative. Two old foundations were maintained. The dictatorial social system and the old economic foundations weren't destroyed. They flourished. Che called it a "handicap and a hinderance" rather than an innovation. Eventually, Che left Cuba in disgust because of very bad and double-dealing mannerisms of Castro.

Will these problems arise after the next "American Revolution"? Will we be forced to leave the country because of our Leadership's incapacities?

So, people, be warned of the leaders, and be wary.

"JOE"

By AL GOTTO

Hollywood has done it again, they've successfully filmed an above-ground under-ground flick. The embodiment of Hollywood "interest" is in the new film "Joe" currently showing at the Arcadia. The film stars Peter Boyle (son of the late Pete Boyle) and a host of others. This was a stroke of genius and was one of the few redeeming qualities of the film.

"Joe" is in short a working class "hard-hat" who hates long hair and as he repeatedly tells us "niggers." These two groups "Joe" tells us has really screwed up America.

Dealing with "Joe" and young people the film opens to show us a young girl who is living with her boyfriend. They boy is somewhat difficult to get along with, so the girl O.D.'s on speed and lands in a hospital. Her father (Dennis Patrick) goes back to her apartment and finds her boyfriend, a fight ensues and the father kills him.

Going to a local bar to get a drink (carrying a large bag of drugs from the apartment) he meets "Joe." Joe is sounding off at the top of his lungs about long-hairs and "niggers." They start a conversation and "Joe" says he would like to kill one (long hairs and "niggers.."). The father replies that he did, and "Joe" is stunned. However both brush it off as a put-on and the father leaves.

The next day "Joe" hears the news about the murder of a "freaked-out hippie." Now he realizes that "the guy in the bar wasn't kidding." "Joe" contacts him and tells him, "You're a hero." Now "Joe" experiences the upper middleclass life as he and his "friend" share drinks and invite one another to their houses. From here the film falls flat on its face. It has the "psychedelic" drug scene so essential to films today. "Joe" turns on with hash and screws two of three girls in the apartment. The girls and their boyfriends steal their wallets and head off to a commune.

Here something good could have been recorded on film, but for some reason, the screenwriters or the director forgot about it. The ending was supposed to be so full of shock as to "leave you senseless." Hardly!

The cast of "Joe" surprisingly enough appears a good performance although the action is slow and monotonous. Peter Boyle and Dennis Patrick are excellent and I feel we shall be hearing a good bit from them in the future. Though I'm afraid neither are too versatile.

The important thing to note and remember about "Joe" is that these people really do exist. However, the extent of the blind racism may not go as far as a murder as it does for "Joe" but we really can't be sure.

Here Hollywood can help to rectify a bad situation in the country with films like "Joe". To be able to show a stark and revealing picture of American society. By giving us this type of show perhaps more eyes will be opened up to the horror that surrounds them.

The shock value of "Joe" (intentionally put in) was not as good as the subtle irony of the character. In one scene "Joe", a loyal American and lawful citizen is handling an illegal machine-gun. He even tells his friend he knows it's illegal but, "he has it anyway." Perhaps moviemakers should shy away from shock tactics and employ more subtleties for a film's success.

All in all "Joe" is entertaining and provides one with food for thought. However, a worthwhile investment that's something else again.

"THE BIRD WITH CRYSTAL PLUMAGE"

By NITCH KAMENS

A movie that is supposed to be as thrilling as "PSYCHO". Starring Tony Musante and SUZY Kendall (anyway) Everyone knows that there will never be another Psycho, and now that I've seen this movie I doubt if there will ever be another "The Bird With The Crystal Plumage".

Many times during the movie, you'll think you've discovered who the murderer is, and before you know it you'll find out you're wrong. Then through the process of elimination you'll find out who the murderer really is. Don't be mistaken as I was. Everyone in the film looks suspicious sooner or later. I am very appreciative that there is no butler in this film. Maybe you can guess from the beginning who committed the crimes. I am not saying that the movie is the scariest I've ever seen but when the girl who was sitting behind me screamed I almost hit the ceiling.

I feel as though the movie was put together very well. You're in complete suspense from the time it starts to the time it ends. There were no draggy scenes in it where you feel like sleeping, until the background music woke you up by playing fast and loud, so it could set the mood. The story itself set the mood, which you already know was frightening.

I don't recommend this movie to anyone with a bad heart, otherwise, be the first on your block to see (The Bird With The Crystal Plumage.)

"PERFORMANCE"

By JOHN E. LOFTUS

"Performance", starring Mick Jagger and James Fox; now, at the World.

The soporific plot of Mick Jagger's second film, "Performance", concerns Chas (Fox), a disfavored mobster. Chas is being pursued by both police and his homosexual boss, Harry. Looking for a hideout, he enters the chimerical world of a retired rock singer, his landlord, Turner (Jagger) and the two freaky chicks (Anita Pallenberg and Miekele Breton) who live with him. Chas claims to be a juggler, but Turner (displaying uncanny psychological perspicacity) is not convinced and decides to "get inside his head". He does. And in the film's bizarre finish, Chas also gets inside of Turner's head, literally.

An audience already suffering from the torpor inflicted by the plot is further annoyed by the vapid acting and an irritating sound track. Only Jagger provides relief with the magic analgesic of his unique musical elan in his delivery of "Message From T".

Jagger's performance must have been inspirational — for during this scene the cinematography is elevated to surreal and the scene's termination is superb. Movie buffs will be singularly rewarded; but they are not the only ones — "Performance" is a cinematic dilettante's delight. It offers the dabbler everything: sex, violence, sadism, flashback, bisexuality, brutality, homosexuality, kinky birds, and white-hot phallic symbols. Still best of all, Mick Jagger.

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ALL POWER TO THE PEOPLE

The BLACK STUDENT LEAGUE welcomes all returning black students and all incoming black students.

Most likely you are wondering what we are all about. We are about the liberation and uplifting of black people the world over. By black people, we mean all black people, not just students.

Well, I know this sounds nice, but you are probably wondering what we have the (BSL) done and what we are going to do:

Educational committee: This committee deals with the black students needs. The committee applies professional tutors (Public school teachers) to brothers and sisters who are having problems in their subjects.

Black Financial and Culture committee: This committee deals with the fund raising activities of the league, particularly in reference to black scholarships. This committee gives affairs dealing with uplifting the

social, political, and culture awareness of the people. We have given out two scholarships this year. Brother Ron Coleman and Brother Steve Suswell were the recipients.

Black Scholarship and Recruiting Committee: This committee interviewed the scholarship applicants and selected the recipients. It also was very active in recruiting black students. This semester we expect to recruit about 200 to 300 new students.

Community Action Committee: This committee is our bread and butter committee. It deals with the plights and conditions of the community. Right now we are dealing with community control of Temple's Community Mental Health Center. More on this later.

All power to the people
Right on
Revolution
Community control of
Community College
Brother Ron

MURDERS HOME

By PAUL BLUNDIN

My friend Mary, turned on her record player and what came out reached me wide open. It was a whole new breed of music — prison work songs. I heard the sounds of black suffering. Then I realized I was listening to true human suffering. The record was, incredible, of black prisoners on a Southern prison farm singing century old work songs. These negroes, outcasts because they were rebels or "sullen ones", were sentenced for refusal to step aside for white person to pass, a sullen look, a dispute of wages or a refusal to comply with Jim Crow laws.

This album was telling the painful tale of imprisoned Negroes with unbelievably powerful phrases of utility and hope springing spontaneously from deep within black hearts. These prison songs are a derivative of the Southern work songs sung by field laborers. Sung with depth and gusto, they lift the tired spirits. Acting like a chant, the oft repeated verses literally kept many alive while working under the broiling Southern sun. The steady beat kept work going smoothly, and directions to the other workers were sung out in the form of lyrics. This record was produced in a work camp in an attempt to keep alive the slowly dying art form. The only way this style survived this long was the folk tradition of passing the songs on from the older generation to the younger. The producers simply arranged their microphones then invited the inmates to sing whatever their souls felt. The result was a spontaneous outpouring of the misery and dreams of shackled spirits. Using only their voices and hands as instruments, they created tunes that went to the corners of your heart.

Each song has a rhythmic and a typical function. Functionally, the fast steady rhythm of "Let Your Hammer Ring" makes it ideal for work such as chopping wood. Another song, "Go Down Old Hannah", with its slow, regular rhythm is better suited for work consisting of irregular movements such as picking cotton or being plants. Typically, "Let Your Hammer Ring" would be sung while hammering down railroad spikes. Other songs like "Prettiest Train" (a song about escape) reflects hope for the prisoner. Here's "Hammer." Very informal, the lead singer changes from time to time. Oh don't you hear my hammer ringing? Oh let your hammer ring (This response continues throughout the song.)

I says, I'm ringing in the bottom
Oh let your hammer ring (etc.)
I says, I'm ringing for the sargent
I says, I'm ringing for the captain
I says, I'm ringing for the steerer
believe we ring for everybody
I'm gonna tell you about my hammer
well bout a killing me hammer, etc.
There is no limit to the length of these songs or the number of repetition of lyrics. All the while, the meanings of the hammer can change constantly. The singer can bring up as many subjects as he wants:
I say God told Norah (Noah)
about a rainbow sign,
there'll be no more water,
there'll be five next time.
The responses that follow each line are derived from, believe it or not, 17th century British Protestant religious services. The preacher fed lines to his singing congregation who then repeated them. The British, who owned the old plantations, heavily

influenced the Negro culture in America.

Often, the lead singer repeats over and over until he gets a fresh idea for a new line. He also repeats lines just to fill in the rhythm of a section. There is no limit to the use of the lyrics either. The words of "Hammer Ring" also will appear in hundreds of other work songs. Following the folk pattern of oral tradition and recreation, lyrics float back and forth, from one song to another, becoming intermixed and rearranged. These verses are durable too. You can hear Odetta tell you:

If the captain asks you was I a running,

You just tell him I was flying

If he asks you was I laughing

You can tell him I was crying

Sometimes they don't make much sense, but these lyrics are older than Negro suffering, they are universal. The voices on these records are still African, singing about inhuman work, God injustice, and the sun, the hot Southern sun that kills men. "Old Hannah" is slang for the sun and the prisoners have a song about her and about the work. "Knocking a joe" or self mutilation to get out of the work made it, that is, served their sentences without injury to mind or body had to be "mighty tough peoples."

Black Student League CONCERT

Oct. 2, Friday
8 Till 12 P.M.

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sented for BSL Scholarship
Fund.

Constitution of Black Student League

NAME

The name of this organization is the Black Student League.

DEFINITION

The Black Student League is a group of Black People who just happen to be students. We are a Black People's League in reality.

PURPOSE

The aims and purposes of the Black Student League are as follows:

- (1) We promote brotherhood and a feeling of love and respect between brothers and sisters.
- (2) To educate ourselves and all other Black People to the plights and conditions in the Philadelphia Community, The American Community, and the world Community. And, to implement programs to deal with these plights and conditions.
- (3) To inform the ignorant and assure the knowledgeable that we are aware that our primary problem is "Survival", And, that we will make all necessary preparations.

EXECUTIVE OFFICERS

The executive officers will be a Chairman, Co-Chairman and eight other members who will constitute the Steering Committee who shall appoint a secretary and a treasurer. The chairman shall be elected in the Spring Semester but will not take office until the following fall semester. No one may be elected (Steering Committee) prior to being an active participant in the Black Student League for at least one (1) semester. The Chairman shall have the power to appoint a Co-Chairman from the members of the Steering Committee as he sees fit, and members of the steering committee as he sees-fit.

MEMBERSHIP

General Membership shall be confined to the brothers and sisters who abide by the above principles of the Constitution.

"COMMUNITY??" COLLEGE TURNS STUDENTS INTO JUNKIES

1. "Community??" College students, like many other young and old people, were HOOKED on the idea that college would satisfy our needs and solve our problems. Like JUNKIES, we were SUCKED IN by the "taste of honey" and the promise of a "HIGH-TIME."
2. Instead of the "GOOD LIFE" that college was supposed to give us, we have been suffering a "BAD TRIP." Instead of providing us with BLACK NATION BUILDING SKILLS, "Community" College has provided us with DOPE in the form of an education that encourages Black people to make a dollar instead of preparing us to HELP OUR COMMUNITIES. We are now crying for an escape from this "BAD TRIP."
3. Like PUSHERS, teachers have been feeding "Community??" College students with an education that is not good for us or for our Community. As a matter of fact, IT IS KILLING US (mentally)!!!
4. The administration has in the past, is now and always will supply the PUSHERS (teachers) with the tools to carry out their trade. The teachers CLAIM that they are striking against the administration. But, we in the Community know that the PUSHERS (teachers) and SUPPLIERS (administration) always stand together against the students and the people in the Community since both (the pushers and suppliers) are mainly interested in MONEY.
5. In fact, the PUSHERS (teachers) are now threatening the students since have seen the need to ORGANIZE and TAKE POSITIVE ACTION. And, just like "Big-Time PUSHERS and SUPPLIERS" that are not a part of our Community, the teachers, administration and the "bored" of trustees are pushing something on us that isn't helping our Community. And, at the same time, they have the NERVE (!!!) to call THEIR institution a "Community??" College!!!

WHAT IS THIS JUNK
DO THEY THINK THAT THE BLACK COMMUNITY
IS FULL OF DOPES
WE SAY THAT IT IS TIME
FOR THE PEOPLE OF THE BLACK COMMUNITY
TO BUILD OUR OWN
COMMUNITY — ORIENTED COLLEGE...
MORE IN THE FUTURE...
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LETTER TO THE EDITOR

Dears Sirs,

It has come to my attention, that over the summer Miller Brown reinstated himself as a Student Union representative. If you recall, Miller resigned last semester due to personnel conflicts. I believe that this is not fair to the Students of Community College. If the Student Union co-chairmen are able to resign and then be reinstated at their own free will, the student body will have a small chance in becoming united. I think it is time that the students get together and decide exactly what the Student Union is empowered to do. This letter is not an attack on Miller Brown, but a plea to the students to get together.

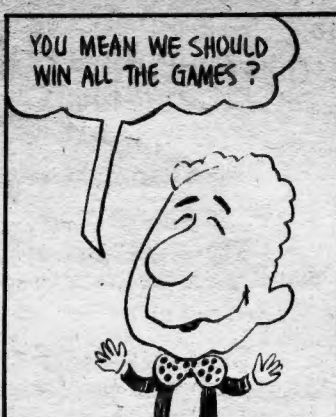
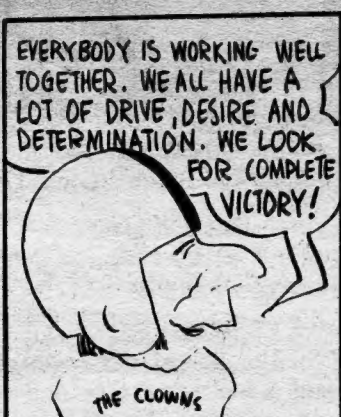
Sincerely,
Samuel C. Ford

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Eve. Students
Tuesday-6:00-7:30 P.M.
Room 305
Wednesday-6:00-7:30 P.M.
Room 215
FOR FURTHER INFORMATION
Contact Henry Varlack, Chorale Director
and Dir. of Student Act., Rm. 218 in the
Annex, Ext. 214 or Clayton White, As-
sistant Dir. of Chorale, rm. 712E Ext.
302.
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The Yearbook needs people! The staff has openings for people interested in Art, Business, Copy, Organizing, Layout, and Photography. If you are interested in learning how to use a camera, we have professionals to train you with good equipment for your use. Apply at the Yearbook Office, Academic Annex. Keep on Truckin'!

SPORTS

Community College of Philadelphia 1970 Soccer Schedule

October 7	Peirce Junior College	Away 3 P.M.
October 10	Bucks County Community College	Home 11 A.M.
October 17	Montgomery County Community College	Home 3 P.M.
October 27	Delaware County Community College	Away 3 P.M.
October 31	Lehigh County Community College	Home 2 P.M.
November 14	Spring Garden	Home 3 P.M.

Community College of Philadelphia 1970 Cross Country Schedule

September 30	Camden County Community College	Away 3 P.M.
October 3	Luzerne County Community College	Away 3 P.M.
October 10	Northeastern Invitational	Away
October 13	Textile	Away 4 P.M.
October 17	Montgomery County	Away 11:00
October 21	Spring Garden College	Home 3 P.M.
October 24	Bucks County Invitational	Away
October 27	Delaware County	Away 3:00
October 28	Penn State—Berks Campus	Home 3 P.M.
October 31	Lehigh County Community College	Home 2 P.M.
November 7	Bucks County Community College	Away 12 No
November 13	Spring Garden College	Away 3 P.M.
November 14	Spring Garden	Home 3:00
November 21	Berks Campus Invitational	Away

Community College of Philadelphia 1970-71 Basketball Schedule

December 5	Northampton Area County Community College	Away 2 P.
December 8	Williamsport Area County Community College	Home 6 P.
December 11	Luzerne County Community College	Home 6 P.
December 15	Delaware County Community College	Home 6 P.
December 18	Spring Garden College	Home 6 P.
December 30	Montgomery County Community College	Home 6 P.
January 2	Bucks County Community College	Home 6 P.
January 4	LaSalle College Frosh	Away 7 P.
January 6	Peirce Junior College	Home 6 P.
January 9	St. Joseph's Frosh	Away 2 P.
January 12	Williamsport Area County Community College	Away
January 14	Goldey Beacom Junior College	Away 8 P.
January 19	Penn Junior Varsity	Home 6 P.
January 23	Naval Academy	Away
January 26	Temple Frosh	Home 6 P.
January 29	Lehigh County Community College	Home 6 P.
January 30	Bucks County Community College	Away 8 P.
February 5	Goldey Beacom Junior College	Home 6 P.
February 10	Spring Garden College	Away
February 17	Montgomery County Community College	Away 7 P.
February 19	Luzerne County Community College	Away
February 24	Delaware County Community College	Away
February 26	Peirce Junior College	Away 8 P.
February 27	Northampton Area County Community College	Home 6 P.

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T - 10.6
W - 10.9
T - 10.6
F - 10.9
SAT - 9.6